**Idaho State University**     **College of Education**

# Title II State Report
## April 2005

## Section III Contextual Information

This report presents candidate performance data for the major assessments included in the College of Education core teacher education assessment system. Our program for the initial preparation of teachers has a comprehensive plan for the assessment of candidate knowledge, skills, and dispositions relative to institutional, state, and national standards, and the abilities of our candidates to convey evidence of their impacts on PK-12 student learning. Our assessment system gathers candidate performance data relative to the knowledge, skills, and dispositions embodied in our Standards for Beginning Teachers, the Idaho Standards for the Certification of School Personnel, and national standards.

A Teacher Education Programs Database was developed in the fall of 2000. It was revised this past year as the Undergraduate Programs in Education Database and updated to FileMaker Pro 7.0. We are currently using the revised database to track candidate performances and to generate summary reports of candidate knowledge, skills, and dispositions relative to our Standards for Beginning Teachers. Scores for all components of the assessment system described below are entered into the tracking database.

As state-mandated assessments, Idaho requires all candidates recommended for initial certification to pass one of the state board approved assessments of technology competency. To meet this mandate, our candidates must pass the Idaho Technology Portfolio Assessment to qualify for institutional recommendation for state teaching certification. Beginning in fall of 2002, all teacher candidates recommended for standard elementary certification also had to pass the Idaho Comprehensive Literacy Assessment. Finally, as of Fall 2004, the State Board of Education requires all candidates recommended for State of Idaho teacher certification to meet qualifying scores on the Praxis II Subject Area Test(s) in their teaching major(s).

The components of our assessment system include:

1. Praxis-I Scores
2. Admission Grade Point Average
3. Admission Portfolio
4. Admission Interview
5. Developmental Portfolio
6. Idaho Technology Portfolio Assessment
7. Teacher Work Samples
8. Teaching Performance Evaluations
9. Grade Point Average in Teaching Major/Minor
10. Grade Point Average in Professional Education Core
11. Exit Interview
12. Survey of Program Graduates
13. Employer Survey
14. Praxis-II Scores

**Praxis-I**
*Targeted Standards: Subject Matter Knowledge*
*Targeted Proficiencies: Basic Content Knowledge in Reading, Writing, and Mathematics*

Praxis-I is a series of achievement tests designed to assess basic academic skills in reading, writing, and mathematics. To qualify for admission to the teacher education program, candidates must achieve the following minimum scores on the Praxis-I: reading = 172; writing = 174; mathematics = 169. Of the 172 candidates who applied for admission to the Teacher Education Program from fall 2003 through summer 2004, 130 (76%) were admitted. Table 1 shows the mean scores on the Praxis-I for the 130 candidates admitted to the teacher education program during academic year 2003-2004.

Table 1
Mean Praxis I Scores.

| Program | *n* | Reading | Writing | Math |
|---|---|---|---|---|
| Early Childhood Education/ Early Childhood Special Education Blended | 8 | 180.4 | 176.8 | 179.1 |
| Elementary Education | 47 | 180.6 | 177.0 | 181.9 |
| Secondary Education | 66 | 180.4 | 176.4 | 180.3 |
| K-12 Music Education | 3 | 183.7 | 179.0 | 184.7 |
| Special Education<br>  Elementary<br>  Secondary | 5<br>0 | 179.6 | 177.6 | 182.4 |
| Missing | 1 | | | |
| Total | 130 | | | |

Of the 130 teacher candidates admitted to the teacher education program during academic year 2003-2004, only one candidate was missing Praxis-I scores. This candidate was admitted on the basis of satisfactory scores on the Graduate Record Examinations. For the 129 admitted candidates who submitted Praxis-I scores, 126 (98%) met the minimum score in reading, 118 (91%) met the minimum score in writing, and 128 (99%) met the minimum score in mathematics required for admission to the teacher education program. All exceptions to the Praxis-I score requirements must be recommended by the College of Education Admissions and Retention Committee and approved by the Dean. Exceptions are noted in the candidate's record in the Undergraduate Programs in Education Database, and the candidate's performance is monitored throughout the program to ensure he or she is making adequate progress.

**Admission Grade Point Average**
*Targeted Standards: Subject Matter Knowledge*
*Targeted Proficiencies: Content Knowledge*

To qualify for admission to the teacher education program, candidates must have completed at least 26 credits of college-level course work with an overall grade point average of 2.75 or higher. Table 2 shows the mean overall admission grade point averages for the 184 candidates admitted to the teacher education program during academic year 2003-2004.

Table 2
Mean Admission Grade Point Averages

| Program | n | Mean GPA |
|---|---|---|
| Early Childhood Education/ Early Childhood Special Education Blended | 8 | 3.34 |
| Elementary Education | 47 | 3.40 |
| Secondary Education | 67 | 3.28 |
| K-12 Music Education | 3 | 3.19 |
| Special Education<br>Elementary<br>Secondary | 5 | 3.23 |
| Total | 130 | 3.32 |
| Missing | 0 | |

Of the 130 candidates admitted to the teacher education program during academic year 2003-2004, 124 (95%) achieved the minimum grade point average of 2.75 required for admission to the teacher education program.  Again, the College of Education allows teacher candidates the opportunity to petition for exemption from the requirement and to meet program admission requirements through alternative means.  All exceptions must be recommended by the College of Education Admissions and Retention Committee and approved by the Assistant Dean for Teacher Education and the Dean of the College of Education. Some candidates admitted to the program without the 2.75 grade point average were granted exceptions consistent with the College of Education affirmative action policy.  In other cases, the candidates were older returning students who had higher grade point averages for recent course work, but who had lower grade point averages for past course work completed years earlier. For those candidates granted exceptions to admission requirements, the exception is noted in the candidate's record in the Undergraduate Programs in Education Database, and the Admission and Retention Committee monitors the candidate's performance throughout the program.

**Admission Portfolio**
*Targeted Standards: Professional Studies and Research; Student Individual Differences; Personal Characteristics and Interpersonal Skills*
*Targeted Proficiencies: Professional and Pedagogical Knowledge and Skills; Dispositions*

To qualify for admission to the teacher education program, candidates must successfully complete an Admission Portfolio.  The entries are completed during EDUC 201 Development and Individual Differences. The course instructors use standards-linked scoring rubrics to assess the portfolio entries.  The entries include a biographical essay, a statement of informed beliefs, a case study analysis, a student profile focused on individual differences, a cooperating teacher evaluation, and an instructor recommendation. The course instructor recommendations and the cooperating teacher evaluations are forward to the Student Advising Center for entry into each candidate's admission file.  Because all candidates must pass the Admission Portfolio to be admitted to the teacher education program, the pass rate was 100% for the 130 candidates admitted to the program during academic year 2003-2004.

**Admission Interview**
*Targeted Standards: Literacy/Communication; Personal Characteristics and Interpersonal Skills*
*Targeted Proficiencies: Dispositions*

Consistent with our belief that we must *qualify in* candidates who meet both academic and dispositional standards, our teacher education program admission process includes an interview. The interview brings together faculty from teacher education and the arts and sciences, senior-level education candidates, and practicing educators to make recommendations regarding the selection of qualified candidates for admission to the teacher education program. Candidates are judged on five criteria derived from our Standards for Beginning Teachers: verbal communication, attitudes, professionalism, thinking skills, and judgment. Candidate performance for each criterion is rated on a two-point scale – does not meet standard or meets standard. There were 160 admission interviews conducted during academic year 2003-2004. An additional 40 interviews were conducted during the summer session 2004. The overall pass rate was 97 percent. The 130 candidates who were admitted to the Teacher Education Program during academic year 2003-2004 were judged to pass the admission interview. Table 3 shows the interview scores by criterion for the 130 candidates admitted to the teacher education program during academic year 2003-2004.

Table 3
Admission Interview Results.

| Criteria | Frequency | Percent |
|---|---|---|
| Verbal Communication<br> Does not meet standard<br> Meets standard | 0<br>130 | 0<br>100 |
| Attitudes<br> Does not meet standard<br> Meets standard | 0<br>130 | 0<br>100 |
| Professionalism<br> Does not meet standard<br> Meets standard | 0<br>130 | 0<br>100 |
| Thinking Skills<br> Does not meet standard<br> Meets standard | 0<br>130 | 0<br>100 |
| Judgment<br> Does not meet standard<br> Meets standard | 2<br>128 | 2<br>98 |

**Developmental Portfolio**
*Targeted Standards: Professional Studies and Research; Student Individual Differences; Management of the Learning Environment; Literacy/Communication; Family, School, Community Relationships and Resources; Personal Characteristics and Interpersonal Skills*
*Targeted Proficiencies: Professional and Pedagogical Knowledge and Skills; Dispositions*

To qualify for admission to the student teaching internship, candidates must successfully complete the entries for the Developmental Portfolio.  The entries for the Developmental Portfolio are completed as course requirements for EDUC 204 Family, Communities, Culture; EDUC 301 Inquiring, Thinking, Knowing; and EDUC 302 Motivation and Management, and EDUC 401, Language & Literacy.  The portfolio entries include: (1) a statement of informed beliefs, (2) learning-teaching context reports, (3) a philosophy of inquiry, thinking, and knowing, (4) a classroom management plan, (5) a motivation and management case analysis, and (6) a textbook appraisal and selection analysis.  The entries are assessed by course instructors using standards-linked scoring rubrics for each entry.  In order to receive a passing grade in each course, candidates must successfully complete the entries targeted in the course.  Scores for the course-based entries are entered into the Undergraduate Programs Database so we can generate useable assessment reports to support faculty and administrator decision-making and program improvement.  Due to the space limitations of this appendix report, we are unable to provide summaries of the data for all of the portfolio entries. An illustration of these reports is presented below for candidates enrolled in the teacher education program for academic year 2003-2004.

**Motivation and Management Case Analysis**

As part of the requirements for EDUC 302 Motivation and Management, teacher candidates complete a Case Analysis to be included as a portfolio entry.  The teacher candidates first read an assigned complex case involving student motivation and classroom management issues.  Next, they analyze and respond to the case using as series of structured matrices in which they (1) identify the significant issues related to motivation and management warranted by the case description, (2) describe the significant actions (or inactions) by the teacher or students in the case, (3) provide a principled analysis of the issues citing relevant professional concepts and research, (4) provide alternative strategies, and (5) provide a rationale for each alternative strategy, as well as justification for its probable effects, citing motivation and management principles discussed in the course.  Each case analysis is scored by the course instructor using a rubric linked to the Standards for Beginning Teachers.  Each of the five standards is scored using a point scale divide into four ranges along a developmental continuum from beginning to exemplary performance.  Additional points are awarded for the case introduction and conclusions sections of the case analysis.  Total scores can range from 0 to 100 points.  Table 4 presents overall case analysis performance by developmental category for the 151 teacher education candidates enrolled in EDUC 302 during academic year 2003-2004.  Table 5 presents the case analysis performances by developmental category for each standard.

Table 4
Case Analysis Performances by Developmental Category ($n = 151$).

| Case Analysis | Score | $f$ | Percent |
|---|---|---|---|
| Exemplary | 94-100 | 41 | 27 |
| Proficient | 84-93 | 79 | 52 |
| Developing | 74-83 | 24 | 16 |
| Beginning | <74 | 7 | 5 |

Table 5
Case Analysis Performances by Developmental Category for Each Standard (*n* = 151).

| Standards | Categories | Scores | *f* | Percent |
|---|---|---|---|---|
| Introduction & Conclusion.  Introduction provided an insightful overview of the case situation and the teacher and student characteristics.  The conclusion provided valuable insights into the case and its implications for your own teaching. | Exemplary | 10 | 61 | 40 |
| | Proficient | 8-9 | 74 | 50 |
| | Developing | 7 | 11 | 7 |
| | Beginning | <7 | 5 | 3 |
| Standard 1.  The teacher education candidate considers theories of motivation and management when confronted with complex case situations, in order to identify all significant issues and aspects related to classroom motivation and management. | Exemplary | 19-20 | 65 | 42 |
| | Proficient | 16-18 | 67 | 45 |
| | Developing | 14-15 | 11 | 7 |
| | Beginning | <14 | 8 | 5 |
| Standard 2.  The teacher education candidate analyzes all issues and aspects of complex motivation and management case situations using key concepts and principles of motivation and management to identify needed adjustments to enhance social relationships, student motivation and engagement in learning, or the maintenance of a safe and orderly learning environment. | Exemplary | 19-20 | 64 | 42 |
| | Proficient | 16-18 | 44 | 29 |
| | Developing | 14-15 | 28 | 19 |
| | Beginning | <14 | 15 | 10 |
| Standard 3.  The teacher education candidate selects and uses effective strategies drawn from the professional literature for the handling motivation and management problems and to adjust practice. | Exemplary | 19-20 | 74 | 49 |
| | Proficient | 16-18 | 56 | 37 |
| | Developing | 14-15 | 18 | 12 |
| | Beginning | <14 | 3 | 1 |
| Standard 4.  The teacher education candidate uses the professional literature on motivation and management to provide a theoretical rationale and research support for educational practices. | Exemplary | 19-20 | 70 | 46 |
| | Proficient | 16-18 | 53 | 35 |
| | Developing | 14-15 | 21 | 14 |
| | Beginning | <14 | 7 | 5 |
| Standard 5.  The teacher adheres to format requirements and models Standard English usage in writing. | Exemplary | 10 | 28 | 19 |
| | Proficient | 8-9 | 104 | 69 |
| | Developing | 7 | 14 | 9 |
| | Beginning | <7 | 5 | 3 |

**Idaho Technology Portfolio Assessment**

*Targeted Standards: Subject Matter Knowledge; Student Individual Differences; Planning for Instruction; Assessment; Technology*
*Targeted Proficiencies: Content Knowledge; Pedagogical Content Knowledge; Professional and Pedagogical Knowledge and Skills*

Beginning fall of 1999, the Idaho State Board of Education mandated that all candidates recommended for initial certification in the state must pass one of three approved technology competency assessments.  Consistent with this mandate, all candidates completing our teacher education program must pass the approved Idaho Technology Portfolio Assessment to qualify for program completion and institutional recommendation for teaching certification.  Our candidates complete their portfolios during EDUC 311 Instructional Technology. Upon completion of the course, the portfolios are submitted to the Idaho Technology Portfolio Assessment Center for evaluation.  The portfolios are assessed by a panel of practicing educators with expertise in instructional technology.  Many of the judges are the technology coordinators for their schools. The Idaho Technology Portfolio Assessment evaluates technology competency in terms of the International Standards for Technology in Education (ISTE) standards.  Performance relative to

each standard is rated on a two-point scale: standard met or standard not met. Candidates must meet all 25 ISTE standards to pass the assessment.

During the period from fall 2003 through summer 2004, 134 Idaho State University teacher candidates completed the Idaho Technology Portfolio Assessment. Of the 134, 131 (98%) met all standards and passed the assessment on the first try. During that same time, 2 (1.5%) of the candidates passed the assessment on the second try. The Idaho Technology Portfolio Assessment Center has a banking policy through which candidates can "bank" the standards passed and resubmit portfolio entries for unmet standards. Four (3%) teacher candidates, who failed the Idaho Technology Portfolio Assessment last year, have banked scores for the standards met, but have not yet passed the technology portfolio assessment. Because candidates must pass this assessment to qualify for program completion and institutional recommendation for state teaching certification, the pass rate is 100% for all program completers.

### Teacher Work Samples

*Targeted Standards: Subject Matter Knowledge; Professional Studies and Research; Student Individual Differences; Planning for Instruction; Assessment; Technology; School-to-Work Transition; Family, School, Community Relationships and Resources; Personal Characteristics and Interpersonal Skills*
*Targeted Proficiencies: Pedagogical Content Knowledge; Professional and Pedagogical Knowledge and Skills; Dispositions; Impacts on Student Learning*

Building on the work of Western Oregon University (McConney & Schalock, 1996; McConney, et al., 1997), we adapted Teacher Work Sample Methodology as a method for assessing candidate effectiveness in fostering student learning and for evaluating our teacher education program. Through teacher work samples, candidates document their ability to (1) use information about the learning-teaching context and student individual differences to plan instruction and assessment; (2) set important, challenging, varied, and appropriate achievement targets; (3) design instruction for specific achievement targets, student characteristics and needs, and learning contexts; (4) provide opportunities for collaborations with families to support student learning; (5) integrate technology into teaching and learning; (6) adapt instruction and assessment to accommodate student needs and individual differences; (7) use multiple assessment modes and approaches aligned with achievement targets to assess student learning before, after, and during instruction; (8) use assessment data to profile student learning, communicate information about student progress, and plan future instruction; and (9) reflect on instruction and student learning in order to improve teaching practice.

Candidates complete two teacher work samples during the teacher education program. The first teacher work sample is completed as a requirement for the junior-level course – EDUC 309 Instructional Planning, Delivery, and Assessment – that includes a semester-long half-day pre-internship in a PK-12 classroom. As they complete the first work sample, candidates are given intensive mentoring and instruction in the knowledge and skills required for successful completion of the work sample. The second teacher work sample is completed during a senior-level course – EDUC 402 Adaptations for Diversity – taken in conjunction with the16-week student teaching internship. Unlike the first work sample, the candidates complete the second work sample independently.

Candidates receive feedback on the quality of each element of their Teacher Work Samples (TWS) relative to the Standards for Beginning Teachers via a standards-linked scoring rubric. The TWS are scored using the scoring rubric by the candidate's course instructor. Each of the eight target standards of the work sample has multiple indicators. Each indicator is rated on a three-point scale: 0 = indicator not met; 1 = indicator partially met; 2 = indicator met. Total scores range from 0 to 82 points. Established cut-off scores allow conversion of the total scores into developmental categories along a continuum from beginning to exemplary performance. Performances categorized at the highest levels of e*xemplary* and *proficient* met all of the standards at the target level. Exemplary performances also met all or almost all of the indicators. Performances categorized as *developing* only partially met the targeted standards. Developing performances are considered acceptable performances for beginning teachers. Performances categorized as *beginning* met few of the standards and only some of the indicators.

Table 6 presents the TWS scores by developmental category for teacher candidates enrolled in EDUC 309 Planning, Delivery and Assessment during academic year 2003-2004. Table 7 presents the TWS scores by developmental category for teacher candidates enrolled in EDUC 402 Adaptations for Diversity and their student teaching internship during academic year 2003-2004.

Table 6
Teacher Work Sample Performances for Teacher Candidates Enrolled in EDUC 309.

| EDUC 309 | | Fall 2003 | | Spring 2004 | |
|---|---|---|---|---|---|
| | Score | $f$ | Percent | $f$ | Percent |
| Exemplary | 77-82 | 35 | 38 | 26 | 35 |
| Proficient | 69-76 | 35 | 38 | 32 | 44 |
| Developing | 61-68 | 15 | 17 | 7 | 10 |
| Beginning | <61 | 6 | 7 | 8 | 11 |
| TOTAL | | 91 | | 73 | |

Table 7
Teacher Work Sample Performances for Student Teaching Interns.

| EDUC 402 | | Fall 2003 | | Spring 2004 | |
|---|---|---|---|---|---|
| | Score | $f$ | Percent | $f$ | Percent |
| Exemplary | 77-82 | 23 | 32 | 40 | 37 |
| Proficient | 69-76 | 31 | 43 | 39 | 36 |
| Developing | 61-68 | 11 | 15 | 29 | 27 |
| Beginning | <61 | 7 | 10 | 0 | 0 |
| TOTAL | | 72 | | 108 | |

From Table 6, it can be seen that 76% to 79% of the teacher candidates enrolled in EDUC 309 during academic year 2003-2004 performed at the target level of all standards met when given mentoring support by their course instructors and cooperating teachers. These percentages are nearly the same as the percentages for academic year 2002-2003. For the student-teaching interns enrolled in EDUC 402 (see Table 7), 73% to 75% performed independently at the target level of all standards. Additional good news is the fact that by spring 2004, none of the student

teaching interns were judged to be at the Beginning level based on the Teacher Work Sample Assessment.  This is a definite improvement over the results from academic year 2002-2003.

In addition, established cut-off scores for each standard permit categorization of candidate performance levels along the same developmental continuum from beginning to exemplary levels for each of the standards assessed by the Teacher Work Sample (TWS).  Table 8 presents the TWS scores for each standard by developmental category for teacher candidates enrolled in EDUC 309 and EDUC 402 (student teaching interns) during academic year 2003-2004.

Table 8
Teacher Work Sample Standard Scores by Developmental Category.

| Standards | Categories | Score | EDUC 309 $n = 164$ | | EDUC 402 $n = 180$ | |
|---|---|---|---|---|---|---|
| | | | $f$ | Percent | $f$ | Percent |
| Standard 1.  The teacher uses information about the learning-teaching context and student individual differences to plan instruction and assessment. | Exemplary | 8 | 66 | 40 | 81 | 45 |
| | Proficient | 7 | 51 | 31 | 58 | 32 |
| | Developing | 6 | 25 | 15 | 22 | 12 |
| | Beginning | <6 | 22 | 14 | 19 | 11 |
| Standard 2.  The teacher sets important, challenging, varied, and appropriate achievement targets. | Exemplary | 12 | 72 | 44 | 68 | 38 |
| | Proficient | 10-11 | 73 | 45 | 94 | 52 |
| | Developing | 8-9 | 17 | 10 | 13 | 7 |
| | Beginning | <8 | 2 | 1 | 5 | 3 |
| Standard 3.  The teacher uses multiple assessment methods and strategies aligned with achievement targets to evaluate student performance and determine program effectiveness. | Exemplary | 12 | 60 | 37 | 64 | 36 |
| | Proficient | 10-11 | 76 | 46 | 81 | 45 |
| | Developing | 8-9 | 22 | 13 | 29 | 16 |
| | Beginning | <8 | 6 | 4 | 6 | 3 |
| Standard 4.  The teacher designs instruction for specific achievement targets, student characteristics and needs, and learning contexts. | Exemplary | 18 | 34 | 21 | 52 | 29 |
| | Proficient | 15-17 | 102 | 62 | 109 | 60 |
| | Developing | 12-14 | 23 | 14 | 18 | 10 |
| | Beginning | <12 | 5 | 3 | 1 | 1 |
| Standard 5.  The teacher reflects on student learning progress and adapts instruction and assessment to accommodate student needs. | Exemplary | 8 | 92 | 56 | 96 | 53 |
| | Proficient | 7 | 34 | 21 | 37 | 21 |
| | Developing | 6 | 16 | 10 | 19 | 11 |
| | Beginning | <6 | 22 | 13 | 28 | 15 |
| Standard 6.  The teacher profiles student learning and analyzes assessment data to determine student progress. | Exemplary | 10 | 75 | 46 | 79 | 44 |
| | Proficient | 8-9 | 62 | 38 | 55 | 30 |
| | Developing | 6-7 | 17 | 10 | 23 | 13 |
| | Beginning | <6 | 10 | 6 | 23 | 13 |
| Standard 7.  The teacher reflects on his or her instruction and student learning in order to improve teaching practice. | Exemplary | 8 | 88 | 54 | 68 | 38 |
| | Proficient | 7 | 33 | 20 | 55 | 31 |
| | Developing | 6 | 12 | 7 | 19 | 10 |
| | Beginning | <6 | 31 | 19 | 38 | 21 |
| Standard 8.  The teacher uses effective written communication skills. | Exemplary | 6 | 118 | 72 | 109 | 61 |
| | Proficient | 5 | 30 | 18 | 47 | 26 |
| | Developing | 4 | 12 | 7 | 15 | 8 |
| | Beginning | <4 | 4 | 3 | 9 | 5 |

As can be seen from Table 8, the highest percentages of teacher candidates judged to be proficient or exemplary were for standards two and eight. The lowest percentages of teacher candidates judged to be proficient or exemplary were for standards one, five, and seven. Together, standards five and seven indicate smaller percentages of teacher candidates were able to successfully reflect on student learning progress and the results of their own instruction. Nevertheless, the percentages of successful candidates on these standards were still quite high.

The Teacher Work Sample assessment is also used to demonstrate the abilities of our teacher candidates to show evidence of their impacts on PK-12 student learning. The Teacher Work Sample scoring criteria take into consideration the significance of the achievement targets set in the work sample, the quality of the teacher candidates' assessments, and the performance of their students relative to the chosen achievement targets in terms of learning gains. Hence, teacher impact on student learning is addressed by building explicit criteria into the Teacher Work Sample scoring rubric. Specifically, the Teacher Work Sample scores reflect the abilities of our teacher candidates to develop quality pre- and post-assessments of student learning aligned with learning goals; to disaggregate assessment data on the pre- and post-assessments to show student learning gains; to assess the impacts of their instruction on the learning of their students; and to communicate information about student progress clearly and accurately. The quality and strength of the evidence determines the rating the work sample receives. Across the standards addressing these factors, the teacher candidates in both EDUC 309 and EDUC 402 during academic year 2003-2004 performed well (with 74% to 90% demonstrating attainment of the standards at the target level); thus, indicating the abilities our teacher candidates to impact the learning of their students.

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**Idaho Comprehensive Literacy Assessment**

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As of fall of 2003, all teacher candidates recommended for standard elementary K-8 certification must pass the Idaho Comprehensive Literacy Assessment (ICLA). The ICLA does not assess any core teacher education standards. Instead, it assesses three certification standards that focus on literacy instruction. As presented in the ICLA Study Guide Introduction (State of Idaho Literacy Assessment Committee, 2003, p. 5), the three standards are: "Standard I The practicing educator has knowledge, strategies, and beliefs about language structures and literacy instruction that are based on current research and best practices to maximize student reading success; "Standard II The practicing educator understands and applies/promotes research and best practices that maximize student reading success in comprehension;" and "Standard III The practicing educator understands and promotes/applies appropriate strategies, multiple assessments, and interventions to maximize student reading success." Each standard is assessed by a separate test. To be recommended for standard elementary teacher certification, all teacher candidates must meet the qualifying score for each of the three tests. A qualifying score of 70 percent is required for each of the ICLA standards tests. Submission of qualifying scores for all three parts of the ICLA is a College of Education requirement for placement in a student teaching internship for those teacher candidates required to pass this assessment for certification.

Table 9 shows the number of teacher education candidates who took each ICLA standards test during academic year 2003-2004 and the number of teacher candidates who met the qualifying

score for each test during the year (because retaking a failed exam is permitted, only the highest scores are reported). Table 9 also shows the number of teacher candidates who took all three tests last year. The results show high pass rates. In addition, the mean score for each standard (expressed as percent of items correct) was 83.2 percent for standard one, 83.5 percent for standard two, and 83.5 percent for standard three. This shows the average performance of our teacher candidates on these tests was well above the minimum passing score. Because all teacher candidates that are required to take the Idaho Comprehensive Literacy Assessment tests must eventually pass all three tests to qualify for program completion and institutional recommendation for state teaching certification, the final pass rate is always 100% for all program completers.

Table 9
Pass Rates on the Idaho Comprehensive Literacy Assessment

| ICLA Results | Number Taking the Test | Number Passing | Percent Passing |
|---|---|---|---|
| Standard 1 | 104 | 93 | 89.4 |
| Standard 2 | 85 | 80 | 94.1 |
| Standard 3 | 64 | 61 | 95.3 |
| All 3 Standards | 36 | 34 | 94.4 |

**Praxis-II**
*Targeted Standards*: Subject Matter Knowledge
*Targeted Proficiencies*: Content Knowledge, Pedagogical Content Knowledge

Praxis-II is a series of achievement tests that assess subject-matter knowledge and principles of learning and teaching. The Idaho State Board of Education requires all candidates recommended for State of Idaho teacher certification to meet qualifying scores on the Praxis II Subject Area Test(s) in their teaching major(s). This past year, qualifying scores were established for most of the tests. Elementary Education candidates must take the Elementary Education: Content Knowledge test and the Principles of Learning and Teaching test (either K-6 or 5-8). Special Education candidates, including candidates in the education of the Deaf and Hard of Hearing program, must take the Education of Exceptional Students: Core Content Knowledge test and either the Education of Exceptional Students: Mild to Moderate test or the Education of Deaf and Hard of Hearing Students test. Early Childhood Education/blended certificate candidates must take the Special Education: Preschool/Early Childhood test and the Education of Young Children test. If they are also applying for an elementary certificate, then they also need to take those tests as well. Although qualifying scores were not required until Fall 2004, Table 10 shows the Praxis-II performances of our teacher candidates from July 2003 through July 2004 and the number and percent of the candidates that would have met the new qualifying scores.

Table 10
Praxis-II Scores

| Test Code | Name of Test | Possible Score Range | n | New Qualifying Score in Idaho | Number & Percent That Would Qualify | Mean |
|---|---|---|---|---|---|---|
| 0133 | Art: Content Knowledge | 100-200 | 3 | 155 | 2(67%) | 162.0 |
| 0235 | Biology Content Knowledge | 100-200 | 11 | 139 | 11(100%) | 166.4 |
| 0100 | Business Education | 250-990 | 6 | 578 | 6(100%) | 672.0 |
| 0245 | Chemistry Content Knowledge | 100-200 | 4 | 139 | 4(100%) | 169.8 |
| 0571 | Earth Science Content Knowledge | 100-200 | 1 | 144 | 1(100%) | 182.0 |
| 0353 | Ed. Except Student- Content Knowledge | 100-200 | 14 | 158 | 12(86%) | 175.4 |
| 0542 | Ed. of Exceptional Students: MTMD | 100-200 | 16 | 168 | 13(81%) | 180.0 |
| 0271 | Ed. of Deaf & Hard of Hearing | 100-200 | 0 | 162 | | |
| 0021 | Education of Young Children | 100-200 | 1 | TBA | | 183.0 |
| 0014 | Elementary Ed.-Content Knowledge | 100-200 | 73 | 143 | 65(89%) | 165.7 |
| 0041 | Eng Lang Lit Comp Content Knowledge | 100-200 | 20 | 158 | 20(100%) | 179.3 |
| 0360 | Eng to Speak of Other Lang. | 100-200 | 1 | 582 | 0(0%) | 440.0 |
| 0120 | Family & Consumer Sciences | 250-290 | 2 | 578 | 2(100%) | 625.0 |
| 0435 | General Science-Content Knowledge | 100-200 | 0 | 149 | | |
| 0181 | German -Content Knowledge | 100-200 | 1 | 159 | 0(0%) | 132.0 |
| 0930 | Government & Political Science | 250-990 | 10 | 610 | 6(60%) | 623.0 |
| 0550 | Health Education | 250-990 | 3 | 625 | 2(67%) | 680.0 |
| 0310 | Library Media Specialist | 250-990 | 1 | 622 | 1(100%) | 650.0 |
| 0061 | Mathematics: Content Knowledge | 100-200 | 4 | 119 | 4(100%) | 153.5 |
| 0112 | Music Analysis | 100-200 | 1 | 151 | 0(0%) | 145.0 |
| 0113 | Music: Content Knowledge | 100-200 | 3 | 148 | 3(100%) | 175.7 |
| 0091 | Physical Education- Content Knowledge | 100-200 | 7 | 143 | 7(100%) | 156.7 |
| 0522 | Principles of Learning & Teaching K-6 | 100-200 | 72 | 161 | 61(85%) | 172.0 |
| 0081 | Social Studies-Content Knowledge | 100-200 | 16 | 150 | 10(62%) | 161.4 |
| 0191 | Spanish- Content Knowledge | 100-200 | 10 | 152 | 10(100%) | 175.6 |
| 0690 | Special Ed. Preschool/Early Child. | 250-990 | 1 | 554 | 1(100%) | 700.0 |
| 0220 | Speech Communication | 250-990 | 5 | 560 | 4(80%) | 622.0 |
| 0640 | Theatre | 250-990 | 4 | 540 | 3(75%) | 595.0 |
| 0940 | World and US History | 250-990 | 13 | TBA | | 412.2 |

**Grade Point Average in Teaching Major and Minor**

_Targeted Standards_: Subject Matter Knowledge
_Targeted Proficiencies_: Content Knowledge

To qualify for admission to the student teaching internship, candidates must have completed all course work for the teaching major and minor (secondary education) and components (elementary) with an overall grade point average of 2.50 or higher. Table 11 shows the mean grade point averages in teaching majors/minors or components for the 184 candidates enrolled in the student teaching internship during academic year 2003-2004.

Table 11
Mean Grade Point Average in Teaching Major and Minor ($n = 184$)

| Program | Valid n | Mean GPA Teaching Major | Valid n | Mean GPA Teaching Minor (or components) |
|---|---|---|---|---|
| Early Childhood Education | 2 | 3.54 | | |
| Elementary Education | 70 | 3.70 | 63 | 3.34 |
| Secondary Education | 77 | 3.37 | 53 | 3.25 |
| K-12 Music Education | 7 | 3.47 | 1 | 3.92 |
| Special Education  Elementary  Secondary | 5  3 | 3.71  3.61 | 3  2 | 3.57  3.73 |
| All Student Teaching Interns | 164 | 3.53 | 123 | 3.31 |
| Missing Data | 20 | | 61 | |

For academic year 2003-2004, 164 (89%) teacher candidates admitted to student teaching achieved the minimum grade point average of 2.50 in their teaching major. This information was missing for the 20 (11%) teacher candidates. In general, the missing data occurred for student teaching interns who had already completed a bachelor's degree and who were admitted to student teaching for certification-only. All 164 (100%) of the student teaching interns whose data was available achieved the minimum grade point average of 2.50.

Grade point average information about the teaching minor (secondary education) or teaching components (elementary education) was also missing for the teacher candidates who already held bachelor degrees and who were admitted to student teaching for certification only. In addition, due largely to the fact that some teacher candidates complete single subject teaching majors, grade point information for teaching minors or teaching components was only available for 123 of the 184 student teachers. All 123 (100%) achieved the minimum grade point average of 2.50.

**Grade Point Average in Professional Education Core**

_Targeted Standards_: All standards
_Targeted Proficiencies_: Pedagogical Content Knowledge, Professional and Pedagogical Knowledge and Skills

To qualify for admission to the student teaching internship, candidates must achieve an overall grade point average of at least 2.75 in the professional education core.  Table 12 shows the mean grade point averages by program for the 184 teacher candidates enrolled in the student teaching internship during academic year 2003-2004.  Of the 184 student teaching interns, all 181 (98%) achieved the minimum grade point average of 2.75 in the professional education core.  This data was missing for three of the interns (2%).

Table 12
Mean Grade Point Averages in the Professional Education Core ($N = 184$).

| Program | Valid n | Mean GPA |
|---|---|---|
| Early Childhood Education | 1 | 3.12 |
| Elementary Education | 72 | 3.74 |
| Secondary Education | 92 | 3.62 |
| K-12 Music Education | 7 | 3.49 |
| Special Education<br>  Elementary<br>  Secondary | 6<br>3 | 3.72<br>3.85 |
| All Student Teaching Interns | 181 | 3.67 |
| Missing Data | 3 | |

All exceptions to the grade point average requirements must be recommended by the College of Education Admissions and Retention Committee and approved the Dean.  For those candidates granted exceptions to requirements, the exception is noted in the candidate's record in the Undergraduate Programs in Education Database, and the candidate's performance is monitored during student teaching.

**Teaching Performance Evaluations**
*Targeted Standards: Subject Matter Knowledge; Planning for Instruction; Instructional Delivery; Assessment; Management of the Learning Environment; Personal Characteristics and Interpersonal Skills*
*Targeted Proficiencies: Pedagogical Content Knowledge; Professional and Pedagogical Knowledge and Skills; Dispositions; Impacts on Student Learning*

As candidates complete the EDUC 309 pre-internship and the student teaching internship, their teaching performance is periodically evaluated.  Through the teaching performance evaluations, candidates demonstrate their ability to apply what they have learned in the teacher education program to real classroom settings.  These evaluations, completed by the candidate's course instructor or university supervisor and cooperating teachers, focus on six of the Standards for Beginning Teachers – Subject Matter Knowledge, Planning for Instruction, Instructional Delivery, Assessment, Management of the Learning Environment, and Personal Characteristics and Interpersonal Skills.  Candidate performance relative to each standard is rated on a three-point scale: 0 = standard not met; 1 = standard partially met; 2 = standard met.  The teaching performance evaluations completed during the EDUC 309 pre-internship are used as formative assessments to provide candidates with feedback regarding their development of professional and pedagogical knowledge and skills.  The teaching performance evaluations are also used as

documentation of the completion of the instructional delivery component of the teacher work sample. The teaching performance evaluations completed during the student teaching internship are used as summative assessments to ensure that candidates possess the professional and pedagogical knowledge and skills required for program completion and institutional recommendation for state teaching certification. Table 13 displays the teaching performance evaluations of the 184 candidates completing the student teaching internship during academic year 2003-2004.

Table 13
Teaching Performance Evaluations

| Scoring Criteria (Standard) | Missing | Standard Not Met | Standard Partially Met | Standard Met |
|---|---|---|---|---|
| Subject Matter Knowledge | 2 | 4 | 83 | 95 |
| | 1% | 2% | 45% | 52% |
| Planning for Instruction | 2 | 4 | 86 | 92 |
| | 1% | 2% | 47% | 50% |
| Instructional Delivery | 2 | 5 | 8 | 88 |
| | 1% | 3% | 48% | 48% |
| Assessment | 2 | 3 | 96 | 83 |
| | 1% | 2% | 52% | 45% |
| Management of the Learning Environment | 2 | 7 | 89 | 86 |
| | 1% | 4% | 48% | 47% |
| Personal Characteristics and Interpersonal Skills | 2 | 3 | 76 | 103 |
| | 1% | 2% | 41% | 56% |

## Exit Interview

*Targeted Standards: All standards*
*Targeted Proficiencies: Pedagogical Content Knowledge; Professional and Pedagogical Knowledge and Skills; Dispositions; Impacts on Student Learning*

The Exit Interview serves as the culminating assessment of the teacher education program. Completed at the end of the student teaching internship, the interview provides the opportunity for candidates to showcase the knowledge, dispositions, and skills acquired during the course of the teacher education program. The interview is conducted by a panel comprised of the candidate's university supervisor, cooperating teacher, and the principal of the school in which the candidate completes the final block of the student teaching internship. During the interview, the candidate presents his or her Teacher Work Sample as documentation of accomplishments relative to the Core Standards for Beginning Teachers. During the exit interview, the candidates are judged on five dimensions taken from our Standards for Beginning Teachers: verbal communication, attitudes, professionalism, thinking skills, and judgment. Candidate performance for each dimension is rated on a two-point scale – does not meet standard or meets standard. The purpose of the interview is to gather information regarding program effectiveness, rather than to qualify candidates for program completion. Ninety-nine percent of the 184 teacher candidates completing the Exit Interview during AY 2003-2004 met all five of the standards assessed by the exit interview.